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ABSTRACT

The 1993 Tech Prep Summer Internship Program at Delgado Community College (DCC), in New Orleans, was designed to provide work-related corporate experience to participating tech prep students and faculty. The 6-week program consisted of two components: actual employment with an area corporation 4 days a week and a classroom training program in employability skills at DCC. The class met every Wednesday and covered such topics as resume writing; interviewing skills; communications skills; and career assessment, counseling, and exploration. An additional internship program at area businesses for faculty was designed to give teachers a sense of organizational designs and career expectations in related fields. Seventeen students were selected to participate in the summer 1993 program, of whom 11 were placed with corporations, receiving either stipends of $100 or salaries from their corporations at $4.25 per hour. Although businesses expressed an interest in the faculty internship program, no faculty members were placed due to corporate lay-offs and scheduling conflicts. The program had a positive impact on all parties involved, achieving a retention rate of 82% (n=13) for students, and enhanced the image of Tech Prep students within the community. Recommendations include continuing to build partnerships with community employers, obtaining grants to fund internships in companies which are downsizing, inviting parent participation, and exploring the possibility of funding for faculty internships. (KP)

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THE A.C.C.E.S.S. CONSORTIUM

TECH PREP

SUMMER INTERNSHIP REPORT

AUGUST 1, 1993

Prepared by

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PROJECT DESCRIPTION

The Tech Prep Summer Internship Program is an extension of the Tech Prep Program. It is designed to provide participants with the opportunity to apply the knowledge and skills acquired in the classroom to actual practice in the work place.

At the end of the program, the student will have experienced the complete employment process from the interview to actually reporting for work. The student will have gained a keen awareness and appreciation for the code of ethics involving dress, punctuality, communication, attendance and job responsibility. The student will have been given the opportunity to observe (shadow) firsthand, jobs related to his/her career interest.

The Tech Prep Internship provides the teacher with the opportunity to apply skills gained in the work place to classroom situations in order to equip students with the skills necessary to

successfully compete in a global market. It gives the teacher the opportunity to observe career areas, organizational designs and performance expectations that will assist students with employment upon completion of the Tech Prep Program.

II. MISSION

THE CENTRAL MISSION OF THE TECH PREP SUMMER INTERNSHIP PROGRAM IS TO PROVIDE WORK RELATED, CORPORATE EXPERIENCE TO THE TECH PREP FACULTY AND STUDENTS INVOLVED IN THE PROGRAM.

The 1993 summer program took place between June 14, 1993 and July 30, 1993. Students enrolled, worked in business and industry four days per week and attended classes at Delgado Community College one day per week. A total of seventeen (17) students were selected to participate in the program.

Students were employed in business and industry six hours per day, four days per week Mondays, Tuesdays, Thursdays and Fridays.

On Wednesdays, students reported to the campus of Delgado Community College for career enhancement course work including, resume writing, using the library to track workforce trends, interviewing skills, career assessment, and communication skills.

III. SELECTION PROCEDURE

Students selected for the summer internship program were recruited from the one hundred and sixty one Tech Prep students who took the proficiency examination at Delgado Community College. Interest surveys were distributed at the time of the testing to all students taking the proficiency tests.

Twenty-three students responded favorably to the interest survey, of that number, seventeen students were selected for participation in the summer program. Selection was based on the accessibility of the students to attend both the work place and classroom assignments. Reasons given for non-participation included:

a) Summer school

b) Summer vacation

c) Employment

Both parents and students were invited to attend pre-internship

briefing sessions to acquaint them with the details and schedules of the program. Students also participated in mini workshops conducted by the Program Manager. The workshops provided students with demonstration and role playing activities on the following:

a) "YOUR ATTITUDE DETERMINES YOUR ALTITUDE"

b) "DRESS FOR SUCCESS"

C) "PREPARING FOR THE INTERVIEW"

Students were screened and assigned positions with business and industry based on the performance demonstrated during the workshops.

IV. BUSINESS AND INDUSTRY PARTICIPATION

STUDENT INTERNSHIPS - There were many challenges in the placement of students in the business and industry sector, the first and foremost being the number of summer programs for students where students were paid by federal agencies (OPIC). To compensate

for this, the Business and Industry Coordinator for the Technology Division and the Program Manager assisted in processing five students through OPIC (Orleans Private Industry Council). Four of the students were found to be ineligible due to family income. Another obstacle to overcome in the Business community was the perception regarding the quality of students placed in employment situations during the summer months. To elimate this perception and provide a quality applicant pool, students were carefully screened prior to placement. The screening process included meetings with parents, students and employers. In addition to this, employers were given the opportunity to interview and screen all candidates for employment.

In spite in the aforementioned challenges, the Business and Industry response to the summer student internship program was favorable. The Program Manager made presentations to several corporations that resulted in either monetary or internship positions

for the students.

A total of eleven students were placed in Business and Industry during the 1993 Summer Internship Program. The students and the corporations are as follows:

NAME	SCHOOL		INTERNSHIP
Anthony Jackson	W. Easton		Audubon Institute
Catrinna Pryor	L.W. Higgins		Audubon Institute
Joseph Williams	L.E. Rabouin		Audubon Institute
Lakisha Furlough	L.E. Rabouin	*	Delgado (L.L.&E.)
Latasha Monroe	W. Easton	*	Delgado (L.L.&E.)
Anitra Covington	L.E. Rabouin		Delgado (O.P.I.C.)
Michelle Dwight	W. Easton	*	Delgado (L.L.&E.)
Lakisha Chapman	L.E. Rabouin		Schwegmann Corp.
Victor Williams	L.E. Rabouin		Schwegmann Corp.
Qiong Li	A. Bonnabel		Schwegmann Corp.
Jeffrey Brown	W. Jefferson		Schwegmann Corp.

***Louisiana Land and Exploration donated one thousand dollars to the Summer Internship Program.**

FACULTY INTERNSHIPS - Visits to Business and industry sites produced a favorable interest in the Faculty Internship Program. The major businesses expressing an interest and commitment to hire faculty members were Slidell Memorial Hospital, Gram Energy, Liberty Bank and Trust, and the Reilly Company.

Surveys were distributed in both Orleans and St. Tammany Parishes in order to determine the degree of interest in the Faculty Internship Program. Once the forms were returned, faculty members submitted resumes indicating their areas of interest. The resumes were made available to the business community for selection.

One of the early obstacles surfacing in the program was the scheduling of working hours and length of commitment by the faculty members for the internship. Some of the companies needed a commitment of at least six weeks and although one of the agencies

identified three Faculty members for placement, the faculty members were unable to commit to the time.

Another obstacle surfacing in the program was the lay-off of two hundred employees, including the secretary of the Human Resource Director, after the company committed to hire four faculty members.

A total of five committed positions were lost due to scheduling conflicts once the faculty member/members were matched.

V. FINANCIAL REPORT

The Summer Internship Program was instituted using a zero based budget. Louisiana Land and Exploration awarded the Summer Student Internship Program a one thousand dollar grant. The entire summer program was funded through this award. A breakdown of expenses is as follows:

INSTRUCTOR - $480.00

stipend for teaching four (4) hours per week

at a rate of twenty dollars per hour for six weeks

STUDENT STIPENDS - - - - - - - - - - - - - - - - - - - $300.00

compensation for three Tech Prep Students

at a rate of one hundred dollars per student

TOTAL EXPENDITURES FROM CASH AWARD - - - -$780.00

BALANCE (for awards banquet)- - - - - - - - - - - - - - - $220.00

In addition to the one thousand dollar cash award from Louisiana Land and Exploration, other business partners contributed to the summer program by employing the Tech Prep Students for a period of six weeks. The following companies contributed to the internship program by paying the salaries of the students assigned to them:

SCHWEGMANN CORPORATION - - - - - - - - - - - -$2,448.00

compensation for four (4) students for a six week internship at four dollars and twenty-five cents per hour.

AUDUBON INSTITUTE ---------- $1836.00

Compensation for three (3) students for a six week period at four dollars and twenty-five cents per hour.

ORLEANS PRIVATE INDUSTRY COUNCIL -------- $765.00

Compensation for one student for a six week period at four dollars and twenty-five cents per hour.

TOTAL PAID IN SALARIES
BY BUSINESS AND INDUSTRY ---------- $5049.00+

RESOURCES AVAILABLE

PERSONNEL COSTS:

Project Director (Program Manager) - - - - - - - -0
Counselor (Transitions Coordinator) ----------0
Jobs Supervisor (Technology Division, Business and Industry Coordinator) ----------0
Secretary (Work/study student) ----------0
others, speakers, seminar leaders ----------0

Time factor analysis based on percentage of time involved in Summer Internship Program:

Program Manager ---------- * seventy percent (70%)
Transitions Coordinator ---------- * ten percent (10%)
Technology Division, Business and Industry Coordinator ---------- * twenty percent (20%)
*** INHOUSE SALARIES FROM TECH PREP AND CARL PERKINS FUNDS.**

TOTAL PERSONNEL COSTS (paid through other funds) ------0

Presently, there is a two hundred twenty dollar ($220) balance in the Summer Internship Program Budget. That money will be utilized, to finance an awards luncheon/banquet for students, parents, corporate partners and teachers. However we are in need of additional funding for this event. Hopefully, we can secure a corporate sponsor to underwrite the activity.

VI. TRAINING PROGRAM

CLASSROOM -The Delgado Course entitled, Living, Learning and Working Skills (HDV 107) was the curriculum design for the summer internship program. This was a non-credit course developed specifically to enhance the employability skills of the students. Course topics included study skills, communication skills, managing time, and succeeding in English, math and reading.

Students were required to attend class every Wednesday during the six week period from nine (9) in the morning to one (1) in the afternoon.

Course work focused on the skills needed for success in college, career decision making, and values clarification. Several classes were conducted in the library where students had access to library information and were taught how to access information about careers and other topics. Classes were also conducted in the counseling center where students had the opportunity to view videos on different career modules.

Both midterm and final exams were administered. Eleven (11) students taking the final exam made perfect scores. This is indicative of the caliber of Tech Prep students enrolled in the program this summer. Evaluations completed by the students were extremely positive.

Several students participated in the Wednesday classes who were employed prior to the summer program. These students worked hours that allowed them to be a part of the Wednesday classes.

Those students are:

1. Jessica Pettigrew — Bonnabel High School
2. Bryan Lewis, Jr. — Warren Easton High School

Three students originally enrolled in the program dropped out after attending two classes, They are:

1. Keva Grant
2. Jacinta Johnson
3. Darevonda Davis

Thirteen students remained in the program during the six week period. Thus reflecting a retention rate of eighty-two percent (82%). This is due, in part, to the high degree of parental participation demonstrated throughout the six week period.

There were five African American Males enrolled in the program. All of the African American Males remained in the classes for the entire six week period, reflecting a 100% retention rate.

Twelve females participated in the internship program, eleven of the females were African American, one female was Asian American. The retention rate among the females was seventy-five (75%).

COUNSELING & CAREER EXPLORATION - Students were required to participate in the Counseling and Career Exploration sessions conducted on Wednesday afternoons from two o'clock until four o'clock. During this time, Students were administered individual and group career assessment and profile battery tests by the Transitions Coordinator including the COPS Inventory.

Workshops and seminars were also conducted during this time. Students learned a) How to project a professional image, b) How to write a resume, c) Interviewing Skills, and d) Stress management skills. Speakers were brought in to address current issues with the students, among the speakers was a Criminal Court Judge from Orleans Parish.

JOB TRAINING - Eleven Students were placed in jobs through the Summer Internship Program. Students were given the opportunity to "shadow" other employees within the organization while at the same time being paid a salary by the organization.

Four students were given internships with the Schwegmann Corporation. These students rotated positions on a weekly basis to allow them to observe and participate in the functions of different corporate offices. Students rotated through personnel, accounting, drafting, advertising, printing, and purchasing.

This placement was not without it's problems. On the first morning of their scheduled assignment with the Schwegmann Corporation, one student intern called the Tech Prep office at eight thirty to inform us of his decision to work with his father as a contractor. As a result of this, it was necessary to contact the next available person who happened to live in Harvey, Louisiana. Our scheduled time of arrival at the work site was nine thirty. Mr. Jeffery Brown's mother was instrumental in getting him to Schwegmann's Corporate office in Gentilly, from the West Bank of Jefferson Parish, in less than one hour, during peak traffic. That same mother was responsible for transporting her son to the

work site every morning during the period of his internship. This is another example of the commitment shown by the parents to the internship program. Jeffery Brown's picture will appear on the front page of the August issue of "Delgado Today."

That same afternoon, the stepmother of the student who declined the position earlier, came to the Tech Prep Office on the campus of Delgado Community College. She felt it would be to her stepson's advantage to be a part of a program that exposed him to professional and technical jobs. She asked that he be reconsidered for a position. Consequently, Mr. Anthony Jackson was placed in an internship at the Audubon Institute. He will be enrolling at Delgado this Fall pursuing an associates degree in allied health. He is planning to continue his education at a four year institution and hopefully inter medical school eventually. Mr. Jackson's stepmother has since visited the Tech Prep Office on numerous occasions to seek assistance with the submission of the

necessary forms for Anthony to enter Delgado and secure financial assistance. One major advantage afforded her was the "Krewe of Tech Prep" which she attended. As a result of this, we were able to refer her to the same financial aide counselor who addressed the participants at the Krewe of Tech Prep Career Exploration.

The progress of these students were carefully monitored through visits to the work site and telephone calls to both the employer and the interns by the Program Manager. Employers were quite satisfied with the quality of the four students enrolled in the program this summer.

The Schwegmann Corporation has hired Tech Prep Summer Intern, Lakisha Chapman as a permanent employee in the Personnel Department. Lakisha is going into her senior year at L. E. Rabouin High School.

Three Tech Prep Students were hired by the Audubon Institute. These students were allowed to gain valuable work experience and

to "shadow" other employees at both the Audubon Zoo and the Aquarium of the Americas while receiving a salary. Unlike the Schwegmann group, the individuals in this group worked in the same department (Finance, Accounting and Purchasing during the length of their internship.

For the purpose of authenticity, the students completed application forms and went through the interview process. They were than given an extensive orientation to the Audubon Institute.

Again evaluations regarding the performance of the students were extremely favorable.

Four students were employed at Delgado Community College. Their responsibilities included handling newsletter mail outs, answering telephones, typing correspondence and filing.

Miss Michelle Dwright, one of the four students employed, will be enrolling at Delgado Community College this fall.

VII. CONCLUSION

The Tech Prep Summer Internship Program is an innovative program designed to prepare selected junior and senior high school students for the transition from secondary to post-secondary schools to the work place. The goals are to provide the students with a post secondary campus wide experience in addition to providing workforce training at the professional and technical level. Major components of the summer experience include the opportunity for shadowing and mentoring.

By far the greatest accomplishment in the Summer Internship Program has been the positive impact this Summer Program has had on the students who participated, the employers who hired the students, and the Tech Prep Staff who worked with the students and employers throughout the summer.

Thirteen students have been positively affected by the Summer Internship Program both on the Delgado Campus and in the work

environment. These students have given major corporations in the New Orleans Area the opportunity to observe first hand what transformations can take place when our schools and businesses work together.

The linkages established with the business community have brought the Tech Prep Program to a new level of awareness and respect. I can readily attest to the fact that employers were indeed "impressed" with the quality of the Tech Prep Student.

Clearly, Tech Prep, Our Public School system and Delgado have gained a higher level of recognition within the community as a result of the Summer Internship Program.

VIII. RECOMMENDATIONS

Partnerships - Continue to build on the partnerships established during the summer program and, at the same time target a maximum of two major corporations from each parish for inclusion in next summer's program. This will allow us the opportunity to forge very

solid relationships with the companies and have them develop "ownership" in the Tech Prep Program. In so doing, they will, not only place students continuously from year to year but develop very strong "mentoring" commitments to the students and the Tech Prep Program.

Many companies would like to participate in the Summer Internship Program but are currently in the midst of downsizing, or layoffs. It is important therefore, to obtain financial grants from state, federal and private foundations to fund internships with shadowing and mentoring opportunities for faculty and students.

Recruitment - Continue to recruitment students for the summer program from the pool of students taking the proficiency exam. This provides us with students who are committed to Tech Prep and interested in taking advantage of the opportunities offered by the program.

Training - As a result of the summer program we have several parents who are very committed to Tech Prep and the summer program. In order to continue to nurture that commitment, parents and students should be utilized in assisting in presentations to business and industry, School Boards and churches.

Faculty Internships - Continue to recruit Tech Prep Faculty members for internships in business and industry. Business and industry should be strongly encouraged to provide comparable hourly wages for faculty members performing comparable duties. The faculty members selected for placement should submit requirements for salary and availability. Explore the possibility of securing federal or private funding to provide compensation for the Faculty Internship Program.